

Instruction Comparison

1987 The Arizona Model for Vocational Technological Education

1. Academic crosswalks identified
2. Course content driven by teacher based on subject matter training in college
3. Competency checklists record competency attainment
4. Teachers determine sequence to deliver Level III competencies
5. Competency indicators serve as guidelines for teachers
6. Students attain competencies
7. Member of Level II teaching team must be CTE certified

Similarities

1. Academic skills in both models
2. CTE curriculum
3. Accountability
4. Sequence
5. Accountability
6. Students demonstrate attainment
7. Certification

2007-2008 CTE Delivery System

1. Academic skills incorporated in program standards – Stronger academic focus
2. Course content driven by business and industry expectations
3. Industry-validated technical assessments measure attainment
4. Foundational skills identified for Career Preparation classes
5. Measurement criteria required to prepare students to pass assessments
6. Students attain standards
7. Career Preparation teachers must be CTE certified